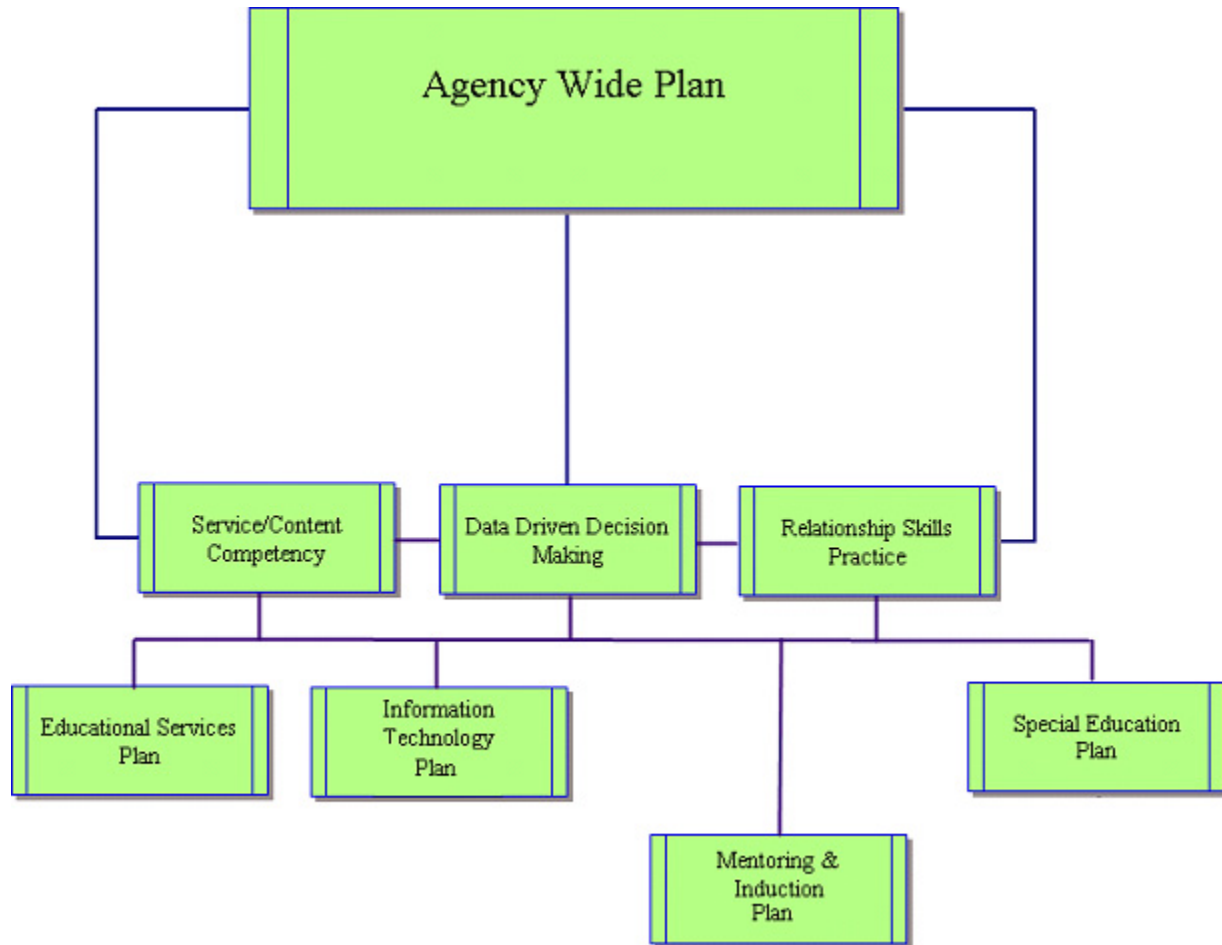


# Area Education Agency 267 Professional Development Plan



**April 2010**

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## **Overview**

AEA 267's agency wide professional development plan begins with our vision, mission and core operating principles as profiled below.

## **Vision**

Leadership in Learning

## **Mission Statement**

AEA 267 provides educational leadership, services and support to positively impact children, families, and educators within the local schools we serve.

## **Core Operating Principles**

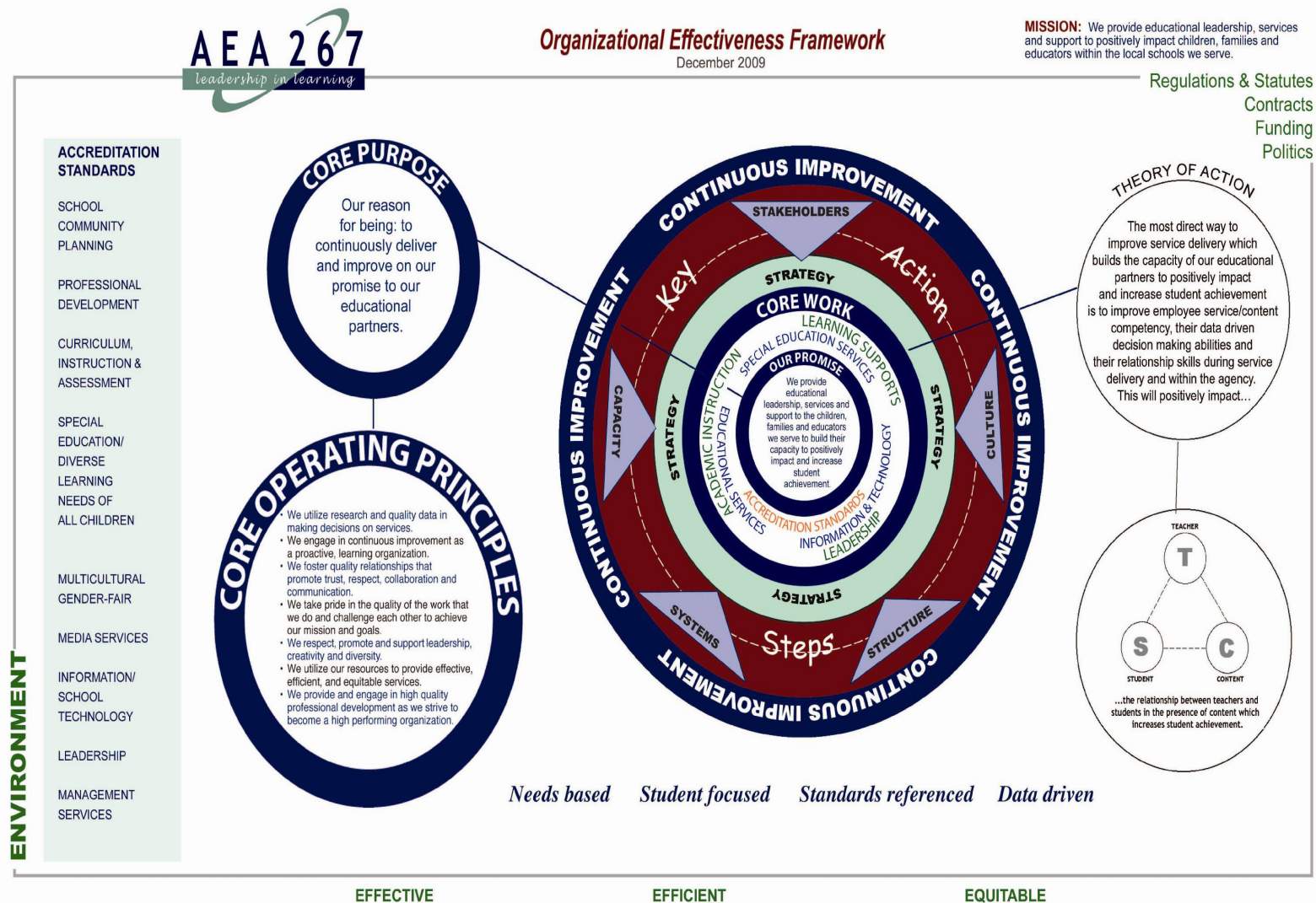
- We utilize research and quality data in making decisions on services.
- We engage in continuous improvement as a proactive, learning organization.
- We foster quality relationships that promote trust, respect, collaboration and communication.
- We take pride in the quality of the work that we do and challenge each other to achieve our mission and goals.
- We respect, promote and support leadership, creativity and diversity.
- We utilize our resources to provide equitable and efficient services.
- We provide and engage in high quality professional development as we strive to become a high performing organization.

We then tie all components of our professional development plan to the concepts of Organizational Effectiveness Framework as shown in Figure 1 and the Continuous Improvement Process as shown in Figure 2. Organizational effectiveness is our plan to ensure the most effective, efficient, and equitable utilization of resources to positively impact and increase student achievement as a result of the capacity we build in our educational partners. It is a commitment to a consistent long range operational effectiveness plan for agency wide performance improvement, accountability and continuous improvement. Organizational effectiveness means all operational elements of the agency, (capacity, culture, systems, structure, stakeholders), are in coherence, therefore, all are designed to facilitate decisions which focus on achieving our promise to our educational partners.

Based on our vision, mission, core operating principles and the concepts of organizational effectiveness and continuous improvement, AEA 267 makes a promise to our educational partners. That promise is framed with our three Comprehensive Services Improvement Plan, (CSIP), goals and all core work we provide to achieve same.

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Figure 1: Organizational Effectiveness Framework



Student achievement is the degree to which a learner acquires knowledge, skills and behaviors as a result of instruction, as measured by valid and reliable tools using appropriate scales.



Figure 1 (Continued)

### STRATEGY STATEMENT

In order to improve service delivery that builds the capacity of our educational partners to positively impact and increase student achievement we will improve the individual service/content, competency of all employees throughout the agency.

### STRATEGY STATEMENT

In order to improve service delivery that builds the capacity of our educational partners to positively impact and increase student achievement we will improve the individual practice of all employees throughout the agency in the use of research and quality data in making decisions regarding and during service delivery.

### STRATEGY STATEMENT

In order to improve service delivery that builds the capacity of our educational partners to positively impact and increase student achievement we will improve the individual relationship skills practice of all employees during service delivery and within the agency.

We will accomplish our strategies through targeted professional development, improved supervision, and increased support for:

- service/content competency development
  - utilization of data driven decision making on services and during service delivery
  - building relationship skills during service delivery and within the agency
- and we will establish agency wide accountability measures for results

**Effective** - doing the right things, based on assessed needs; producing a decided, or desired result.

**Efficient** - doing the right things right; productive of desired effects; especially productive without waste.

**Equitable** - dealing fairly and equally with all concerned, one gets what they justly need.

**Core work** - All work we do is needs based, student focused, standards reference, data driven and anchored to the AEA accreditation standards and their descriptors. *Core work* emanates from three service area delivery structures and is further focused in three major goal areas of our comprehensive services improvement plan. The intended outcome of all *core work* is to continuously deliver and improve on our promise to our educational partners.

**Continuous Improvement** - The unrelenting pursuit of betterment in the effectiveness and efficiency of agency operations and service delivery outcomes to our educational partners. A data driven, cooperative, coordinated, and systematic process throughout our agency, involving needs assessment, planning, implementation, and evaluation of the results of all *core work*.

**Environment** - Our AEA environment includes all the external factors that can have an impact on operations and performance of our *core work*. The environment can have an impact on the agency by enforcing nonnegotiable demands, constraining decision making, limiting resources, evaluating performances, and imposing sanctions. However, the environment can also serve as an enabler if agency employees can influence these regulatory and statutory, contractual, financial, and political forces that surround them.

**Strategy** - the set of actions we choose to pursue to improve the effectiveness of and to achieve the objectives of our *core work*.

**Key Action Steps** - the specific actions the agency must take in order to operationally define and bring coherence to the **organizational elements** identified in the OEF graphic and listed below. These actions are critical to achieving agency-wide performance improvement in all of the work we do.

- **Culture** - the predominant beliefs and norms that define and drive behavior in the agency. In other words, everyone's shared understanding of "how things work around here."
- **Capacity** - The resources required to accomplish our *core work*. The knowledge, skill, and time of people in the organization.
- **Structure** - The organizational arrangements and relationships (formal and informal), that enable individuals to perform the *core work* of the agency. Structure helps define how the work of the agency gets done. It includes how people are organized, who has responsibility and accountability for results, and who has the decision rights in a particular area.
- **Systems** - The processes and procedures used to manage the agency's operations in order to accomplish the objectives of our *core work*.
- **Stakeholders** - The people and groups that have a "stake" (legitimate interest) in the success of the agency and have the ability to influence the effectiveness of its policies and practices.

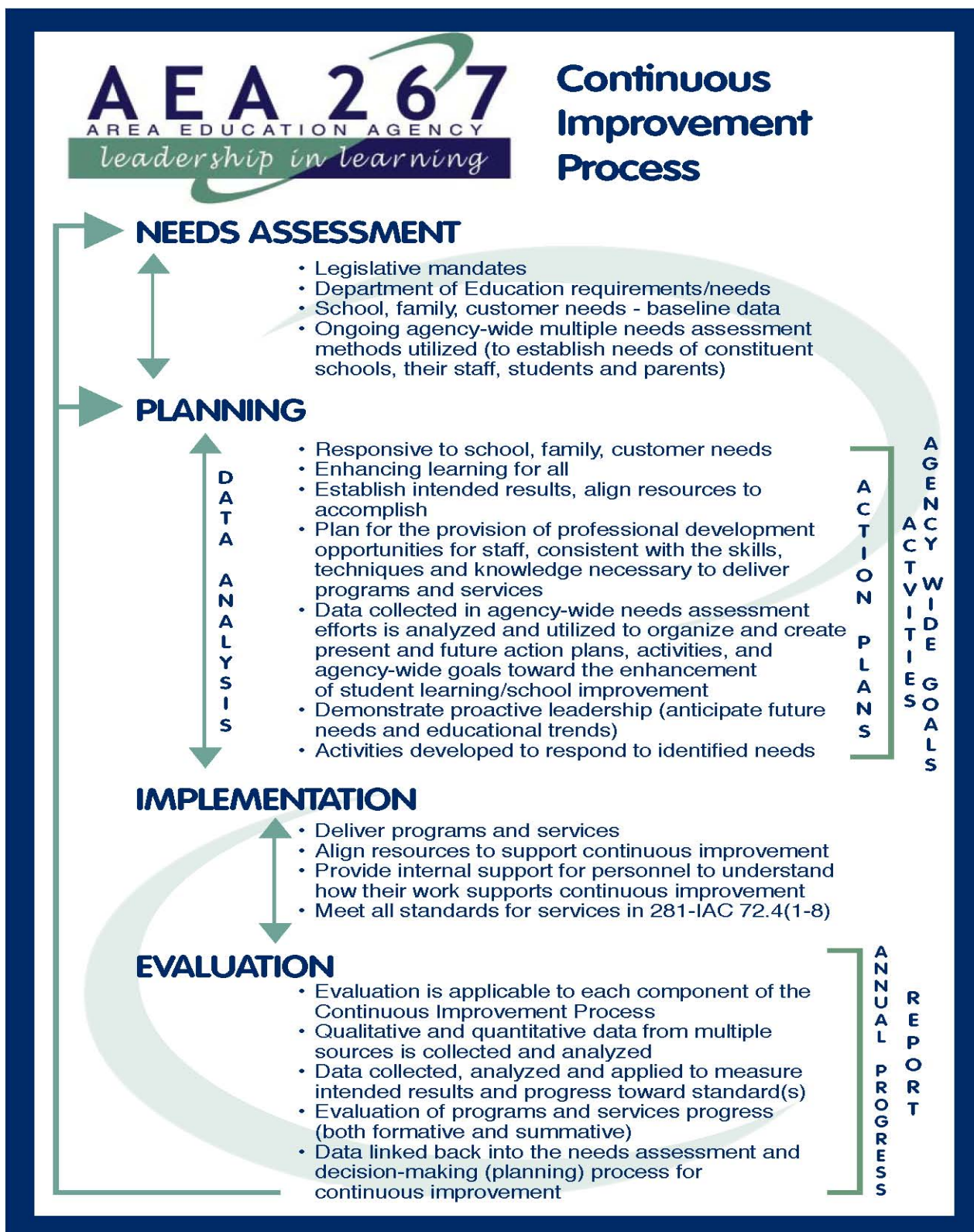


Figure 2: Continuous Improvement Process

## Leadership

### Goal Statement: Long Range Goal #1

AEA 267 will continue to develop and enhance the capacity of district leadership by increasing the use of quality practices that positively impact student achievement as measured by:

- Selected items from the DE Customer Satisfaction Survey.  
Increase the number of AEA 267 school administrators (superintendent, principal, curriculum director, special education director, school improvement director) who rate each identified question agree or strongly agree to 90% or above.
  - Chapter 12 Non-Compliance items:
    - Increase the number of AEA 267 school districts from 25% to 50% with no Chapter 12 citations over the next five years.
  - Number of districts that are at or above the targets for indicators related to students with disabilities:
    - B1 (Graduation Rate).
    - B2 (Dropout rate).
    - B4 (Suspension and Expulsion rate).
    - B5C (Special School enrollment).
    - B11 (60 day timeline).
    - B12, B13, B14 and B15 of the State Performance Plan.
  - Implementation of Iowa Core Curriculum:
    - Increase the number of districts who rate themselves higher on the Iowa Core Curriculum six outcome rubrics moving towards full implementation.
- each achieved by 2014-2015.

## Academic Instruction

### Goal Statement: Long Range Goal #2

AEA 267 will continue to provide professional development, resources, services and supports to our educational partners to improve effective instruction and practice which will result in no regression in the percent of students in each of the performance bands of skilled, accomplished and distinguished and an increase of five percentage points in the percent of students scoring proficient as measured by ITBS/ITED in:

- Reading (4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades).
- Math (4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades).
- Science (8<sup>th</sup> and 11<sup>th</sup> grades).
- Will result in the percent of students in the performance band of established/ low risk increasing by five percentage points in grades K-3 as Measured by DIBELS in:
  - Phonological Awareness (K-1).
  - Alphabetic Principal/Decoding (K-2).
  - Accuracy and Fluency (1-3).

each achieved by 2014-2015.



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## Learning Supports

### Goal Statement: Long Range Goal #3

AEA 267 will continue to support district staff in building their capacity to reduce barriers to learning that directly impact student achievement as measured by:

- 100% of AEA 267 districts will have at least 95% daily average attendance in grades K-8.
- 100% of AEA 267 districts will have 8<sup>th</sup> graders who have completed the IHaveaPlanIowa.
- 100% of AEA 267 districts will have a suspension ratio of five incidents or less per 100 students and an expulsion ratio of two incidents or less per 1,000 students.
- 100% of districts will have at least 75% of IEP students receiving 80% or more of their instruction in the general education environment.
- 95% of AEA 267 students who participate in the Iowa Youth Survey will report:
  - Adults in their school are helpful to students.
  - Adults in their school treat students fairly.
  - Adults in their school care about them.
  - They feel safe at school.
- 85 % of students who participate in the Iowa Youth Survey will report that classroom instruction was interrupted 0-1 times in the past 3 weeks due to behavior.
- 85% of AEA 267 districts will have a drop-out rate of less than 1.72% in grades 7-12.
- 80% of private and public preschools who are in partnership with AEA 267 school districts will meet the Quality Preschool Program Standards, Headstart Standards or NAEYC Standards.
- 75% of AEA 267 districts will have at least a 95% graduation rate.
- Increase by five percentage points the percent of students proficient on the ITED/ITBS without regression in each of the performance bands.  
each achieved by 2014-2015.

Our promise to Our Educational Partners, Theory of Action and Why We Do It are presented in Figure 3.

### Our Promise to Our Educational Partners

We provide high quality professional development experiences, resources, and other core work, to our educational partners to attain the expected outcomes of all CSIP goals.

Next comes our Theory of Action, or, how we will accomplish our promise to our educational partners. We believe the most direct way to improve service delivery which builds the capacity of our educational partners to positively impact and increase student achievement is **to improve employee service/content competency, their data**



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**driven decision making abilities and their relationship skills during service delivery and within the agency.**

**Theory of Action:**

**How We Will Do It**

We will, as an agency, accomplish our theory of action strategies through targeted professional development, improved supervision, increased agency support for the professional development focus of each of our strategies, and we will establish agency wide accountability measures for results.

Our three strategies are designed to direct the internal professional development of all staff to provide and continuously improve the work-based skills that are needed for effective and efficient service in delivering on our promise to our educational partners.

**Why We Do It**

We know if we accomplish these strategies and continuously improve the capacity of our staff, (the knowledge, skill and time of people in our agency); this will positively impact the relationship between teachers and students in the presence of content which increases student achievement as shown below.

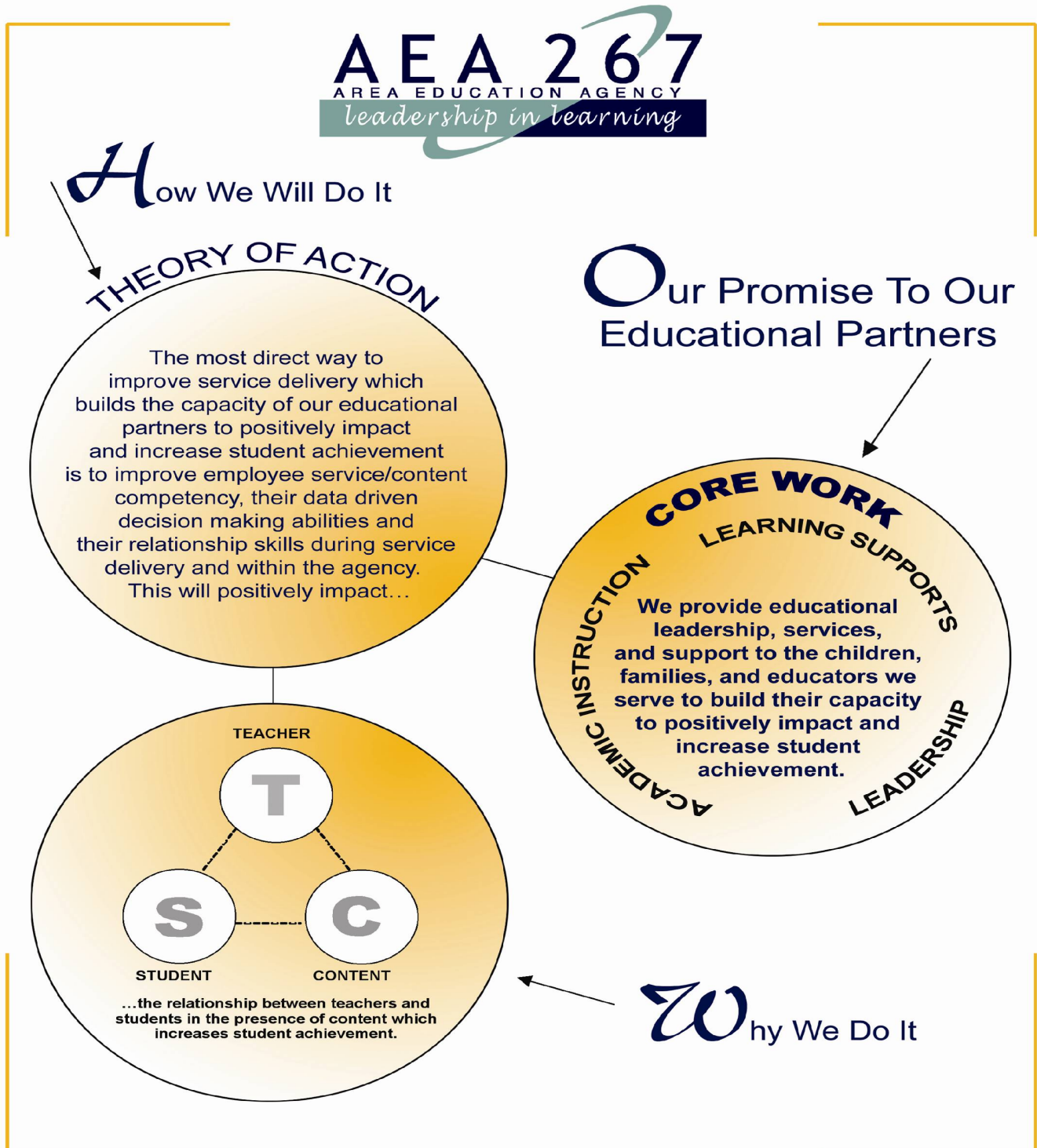


Figure 3: Our Promise to Our Educational Partners

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## **Agency Wide Professional Learning**

This learning is offered for all staff members and focuses on competencies needed for all employees. Chapter 83 requires that the agency professional development plan align to agency wide goals and is based on needs assessment of student achievement data. Therefore, this plan will frequently reference the three goal areas of leadership, academic instruction and learning supports.

## **Strategy Areas to Support Agency Wide Goals**

Several areas of focus have been identified to support agency wide goals. These areas of focus are:

- Service/Content Competency
- Data Driven Decision Making
- Relationship Skills.

Teacher quality funds beyond extensive regular budget allocations provide additional support for the participation of certified/licensed staff members in these focus areas.

## **Service Area/Discipline Specific Professional Learning**

These learning opportunities cover a range of internal professional development specific to various workgroups:

- Ed Services
- Information Technology
- Special Education

Two licensed staff professional development needs assessment surveys have been administered. The data has been utilized to determine the professional development needs of our diverse staff. Options for professional development were then developed as a result of this survey. This learning is essential because of the specialized nature of the work done by AEA 267 staff. Plans for each discipline are developed collaboratively between staff members, and administrators.

## **Individual Professional Learning**

All AEA 267 staff members are required to develop an Individual Professional Development Plan which is discussed annually in collaboration with each employee's administrator. These growth plans define the professional learning unique to each individual or teams of individuals within the agency.

## **Mentoring and Induction**

As part of the induction process into the agency, new staff members are provided a mentor. The agency's mentoring and induction program includes professional learning for mentors and an organizational structure to support mentors and new professionals.

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## **AEA Strategies**

AEA 267 has three specific agency wide professional development strategies. Accomplishing our strategies involves selecting existing and/or development of training/growth opportunities for all agency employees based on the agency's expectations in each of the specific professional development strategy areas.

### **Strategy Area 1: Service/Content Competency**

In order to improve service delivery that builds the capacity of our educational partners to positively impact and increase student achievement we will improve the individual service/content, competency of all employees throughout the agency. We will accomplish this through targeted professional development, improved supervision, and increased support for service/content competency development, and we will establish agency wide accountability measures for results.

Professional development for service/content competency includes all professional development offerings. Data driven decision making and relationship skills professional development offerings while individual strategies are, of course, also an integral part of service/content competency strategy.

Area Education Agency 267 devotes considerable attention and resources to internal professional development. It is integral to the success of our Organizational Effectiveness Plan and its strategies. The research is clear about the effects of good instruction. AEA 267 staff members work in many situations where using adult learning theory is needed. It has been identified as a high priority area. Some staff members will be working to become effective instructors and other staff member will work on general coaching skills. Research-Based Creative Teaching Strategies (RCTS) is a uniquely active and exciting learner-centered approach that unlocks the innate talents of professional developers, turns the focus from instructor-led teaching to participant centered interaction, and inspires participants to adapt, adopt and apply what they learn. The benefits to adults are higher levels of motivation and participation, and effective and proven strategies to ensure that the professional development offered by the agency has the potential to more effectively impact classroom instruction that ultimately results in increased student learning.

All agency administrative staff have been and continue to be provided professional development in using PI Worldwide Predictive Index (PI) System in order to better align individual employee performance with agency goals. The Predictive Index System presents objective and specific information relative to individual skills and talents. This system has been used and will continue to be used by all administrators in helping us move towards even more effective communications, building stronger team interaction, as well as encouraging personal accountability in professional development. Administrators have been and continue to be provided with the tools to incorporate PI in our organization, from recruiting quality people through training and support to enable



their success. This visceral and interactive professional development has given and will continue to give all administrators the working knowledge to:

- Interpret survey results for people and jobs
- Gain additional insight into their own leadership style and the work styles of employees
- More effectively enable employee orientation, training and coaching efforts
- Support and prepare for promotion and succession planning decisions
- Identify strategies for working together and building teams
- Coach and develop leaders

As a result of this professional development, agency administrative staff have been and continue to be better able to improve effectiveness and productivity across all levels of our agency.

Service/Content competency professional development is tightly aligned with our three Comprehensive Service Improvement Plan goal areas. These are Leadership, Academic Instruction, and Learning Supports. Service area professional development plans and our instructional programs professional development plans are all aligned with the agency wide professional development plan and its specific agency wide professional development strategies.

## **Strategy Area 2: Data-Driven Decision-Making**

In order to improve service delivery that builds the capacity of our educational partners to positively impact and increase student achievement we will improve the individual practice of all employees throughout the agency in the use of research and quality data in making decisions regarding and during service delivery. We will accomplish this through targeted professional development, improved supervision, increased support for utilization of data driven decision making on services and during service delivery and we will establish agency wide accountability measures for results.

The professional development for Data-Driven Decision-Making revolves around the themes of the use of research and quality data in making decisions, formative assessment, large-scale assessment, Instructional Decision Making (IDM) and program evaluation skills.

### **Module 1: Research**

Participants will have an understanding of how to judge research and have the ability to distinguish the following:

- A. Types of Research
- B. Quality of Research
- C. Internal and External Validity
- D. Reliability
- E. Effect Size

## Module 2: Formative Assessment

Participants will have an understanding of the five attributes of formative assessment, learning progressions, clear achievement targets or criteria for success, descriptive feedback, self and peer assessment and collaboration. Participants will also have an understanding of what constitutes high quality formative classroom assessment via the five quality standards, and how to check for alignment between standards/benchmarks and classroom assessment and how to use this information to inform instruction. Participants will also know the role student-involved assessment; student-involved communication and student-involved record keeping have in the formative assessment process. All this information will be used to inform instruction. Content includes:

### A. Attributes of Formative Assessment

- Learning Progressions
- Clear targets or Criteria for Success
- Descriptive Feedback
- Self and Peer Assessment
- Collaboration

### B. Five Quality Standards

- Focused purpose
- Clear targets
- Proper methods
- Sound sample
- Control of bias/distortion

### C. Aligning action verbs to achievement targets

## Module 3: Large-Scale Assessment

Participants will have an understanding of the various scores generated from large-scale assessments and how to use this information to inform instruction. Content includes:

### A. Types of Data

- Nominal
- Ordinal
- Interval
- Ratio

### B. Different Test Scores

- Percentile Rank
- Standard Score
- Normal Curve Equivalent
- RIT Score
- Grade Equivalent

### C. How to collect, disaggregate, organize, graph, interpret and communicate large-scale assessment data to stakeholders.

### D. Putting faces to the data

#### Module 4: Instructional Decision Making (IDM)

Instructional Decision-Making (IDM) is a process whereby schools and school districts create a proactive, early intervention framework that works to meet the unique needs of all students. Using the Continuous Improvement Process (needs assessment, planning, implementation, and evaluation) as its foundation, IDM works to use system/student data in all phases to assist educators in delivering quality content through the use of effective instructional practices to produce improved student performance.

Instructional Decision-Making Guiding Principles include:

- Each student is part of the general education system and has a means to access to the general education curriculum, or demonstrate mastery of and receive an enriched/accelerated version of the curriculum.
- Curriculum and instructional approaches must be research based, have a high probability of success, use instructional time efficiently and effectively and provide increasing levels of support based upon increasing levels of student need.
- There is a shared responsibility for student learning; Parents are vital members of the team to support students
- The best way to address student learning is to be proactive; therefore, any process of instructional decision-making must allow for the earliest possible differentiation.
- Differentiated instruction is essential to meet the needs of all learners. Differentiated instruction necessitates thoughtful planning of instructional tasks with regard to pacing, content, process, product and environment.
- Accurate and reliable data collection and analysis are essential to determine the instructional needs of all students and to match resources to those needs.
- Multiple sources of data are needed to effectively inform instructional decisions, allocate resources and drive professional development.
- The effectiveness of instruction is routinely monitored; continuously collected formative data are used to indicate when changes in instruction are needed.
- Administrator and teacher leadership teams are vital in the instructional leadership and data-based decision-making of a district or school
- Quality professional development is required to support implementation of a systematic effort to support IDM and to ensure that teachers have adequate tools and strategies to meet diverse learning needs

### Module 5: Program Evaluation

Participants will learn about AEA 267's Continuous Improvement Process with its four elements, needs assessment, planning, implementation and evaluation. Also utilized will be Guskey's five levels of program evaluation questions around professional development, as well as how to identify performance indicators associated with same.

The levels of program evaluation are as follows:

- Level 1: Participant's Reactions
- Level 2: Participants Learning
- Level 3: Organization Support and Change
- Level 4: Participant's Use of New Knowledge and Skills
- Level 5: Student Learning Outcomes

### Strategy Area 3: Relationship Skills

In order to improve service delivery that builds the capacity of our educational partners to positively impact and increase student achievement we will improve the individual relationship skills practice of all employees during service delivery and within the agency. We will accomplish this through targeted professional development, improved supervision, and increased support for building relationship skills during service delivery and within the agency, and we will establish agency wide accountability measures for results.

The Relationship Skill professional development has and will continue to provide a course of study that encourages participants to utilize communication techniques that are designed to improve and promote relationship skills with individuals inside and outside of the work environment. The four modules are Communication, Respect, Trust and Collaboration.

#### Module 1: Communication

The participants will understand and practice basic communication skills. Specific skills/topics are:

- Understanding and identifying that each message contains both content and process.
- Understanding and applying good attending behaviors.
- Becoming a better listener by evaluating one's own listening skills.
- Understanding and practicing eye contact to improve communication.
- Knowing the important relationship between courtesy and effective communication.

#### Module 2: Respect

The participant will explore the reciprocal nature of respect by applying communication skills. Specific skills/topics are:

- Understanding the importance of paraphrasing as a way to clarify and improve listening.



- Recognizing and apply non-verbal language rules to improve relationships.
- Being aware of personal space and how it can affect relationships.
- Recognizing the importance of being behaviorally consistent in giving and getting respect.

#### Module 3: Trust

The participants will understand how relationships will deepen as a result of greater trust. Specific skills/topics are:

- Understanding the importance of identifying and using empathic statements as a way to show trustworthiness.
- Understanding when to utilize genuineness as a way to maintain balance in a relationship.
- Being aware of how communication and respect leads to trusting relationships.

#### Module 4: Collaboration

The participants will utilize skills from previous lessons to promote collaborative environments. Specific skills/topics are:

- Understanding different forms of confrontation and how confrontation can be rewarding within a relationship.
- Exploring conflict including the five positions of conflict.
- Identifying the characteristics of an effective team.
- Building on relationship skills to achieve collaboration.

## **Service Area Professional Learning Plans**

### **Educational Services Service Area Professional Development Plan 2010-2011 to 2014-2015**

#### **Data analysis: Standardized for the AEA**

Analysis of data from the Department of Education LEA visits, district APR's and district CSIP's indicates that districts need assistance in these major areas: Reading strategies, Math strategies, Science strategies, Climate and Culture issues, Technology Integration, Differentiated Instruction, Data Analysis and At-Risk Programs.

#### **Reading Comprehension**

The percent of all AEA 267's 4<sup>th</sup> grade students scoring proficient in reading comprehension on the ITBS between the 2003-2004 and 2008-2009 school years increased. Narrowing the achievement gap between various groups has occurred for Gender, ELL, Migrant, IEP, Free/Reduced Lunch, Blacks or African Americans, American Indians or Alaska Natives, Asians, and Hispanics or Latinos. The percent of White students scoring proficient between these academic years also increased, resulting in the 4<sup>th</sup> grade students closing nine of the ten comparison group gaps.

The percent of all AEA 267's 8<sup>th</sup> graders scoring proficient in reading comprehension on the ITBS between these years also increased. Narrowing the achievement gap occurred in six of ten comparison groups, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latinos, Whites, IEP and Free/Reduced Lunch students between these years.

The percent of all AEA 267's 11<sup>th</sup> graders scoring proficient in reading comprehension on the ITED between these years decreased. However, narrowing the achievement gap occurred in five of ten comparison groups, Migrant, ELL, American Indians or Alaska Natives, Asians and Hispanics or Latino students between these years.

#### **Mathematics**

The percent of all AEA 267 4<sup>th</sup> grade students scoring proficient in mathematics total without computation on the ITBS between these years increased. Narrowing the achievement gap occurred in nine of ten comparison groups, Migrant, ELL, IEP and Free/Reduced Lunch students, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latinos and Whites.

The percent of all AEA 267 8<sup>th</sup> grade students scoring proficient in mathematics total without computation on the ITBS between these years also increased. Narrowing the achievement gap occurred in eight of ten comparison groups, ELL, IEP and Free/Reduced Lunch, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latinos and Whites.

The percent of all AEA 267 11<sup>th</sup> grade students scoring proficient in mathematics total without computation on the ITED between these years decreased. However, narrowing of the achievement gap occurred in seven of ten comparison groups, ELL, Migrant, IEP and Free/Reduced Lunch, American Indians or Alaska Natives, Asians and Hispanics or Latinos.

### **Science**

The percent of all AEA 267 8<sup>th</sup> grade students scoring proficient in science on the ITBS between these years increased. Narrowing the achievement gap occurred in nine of ten comparison groups, Gender, ELL, IEP, Free/Reduced, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latino and Whites.

The percent of all AEA 267 11<sup>th</sup> grade students scoring proficient in science on the ITED between these years increased. Narrowing the achievement gap occurred in all comparison groups. Despite these successes across 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades in all academic areas, substantial gaps remained between the percent of students scoring proficient among various comparison groups.

Table 1

Overall Percent of Students Scoring Proficient 2008-2009

Grade	Reading Comprehension	Math Total Without Computation	Science
4 <sup>th</sup>	79.8	73.9	N/A
8 <sup>th</sup>	71.2	73.9	82.2
11 <sup>th</sup>	75.4	77.3	81.1

A Licensed Professional Development Needs Assessment Survey was administered to all AEA 267 licensed staff between August and September, 2008. Overall response rate was 63%. Twenty-two of the thirty Educational Services staff responded to the survey. Staff indicated that their number one need in the category of “USE OF DATA TO IMPROVE STUDENT PERFORMANCE” was the Iowa Core Curriculum (21 respondents). Thirteen respondents ranked leading and managing change as the highest need in the category of “ORGANIZATIONAL STRUCTURE AND PROCESSES TO MEET STUDENT NEEDS”. Within the category of “COACHING TEACHERS/OTHERS TO IMPLEMENT AND DIFFERENTIATE INSTRUCTION” again the Iowa Core Curriculum content areas of literacy, math, science, social studies and 21<sup>st</sup> century skills ranked the highest. The use of technology to inform instruction ranked the highest in the category of “EFFECTIVE INSTRUCTIONAL INTERVENTIONS TO MEET STUDENT NEEDS”.

### **Description of how analysis of data led to PD focus:**

Based upon our understanding of the Iowa Core Curriculum (ICC) and the needs districts and staff have expressed as noted above, the Characteristics of Effective

Instruction have the potential to provide consultants the skills they need to assist districts to move beyond current practices and to develop a repertoire of strategies to meet the ICC essential skills and concepts. The ICC presents the most important concepts and skills that students should learn in grade spans, such as K-2. This was done to honor the individual needs of students. The ICC sets high expectations for all students and respects that students will progress differently through the grade spans. Research shows that high expectations are a critical ingredient in improving student performance and ensuring student success beyond high school. The ICC provides a guide to delivering challenging and meaningful content to students that prepares them for success in life. The ICC identifies essential concepts and skills for kindergarten through 12th grade in literacy, mathematics, science, social studies, and 21st century skills. It also includes direction for teachers regarding effective instruction and assessment through the Characteristics of Effective Instruction (CEI). Learning is taken to a deeper level by moving students beyond superficial knowledge to deep conceptual and procedural knowledge. It also enhances student engagement by emphasizing interesting, robust, and relevant learning experiences.

#### **Professional Development Leadership Team:**

The professional development leadership team consists of three administrators and eight educational services consultants who serve as an advisory team.

#### **Agency Goals or Agency Strategy Selected for Professional Development Emphasis:**

#### **Long Range Goal #2 (Reading, Math and Science)**

##### **Academic Instruction**

##### **Goal Statement: Long Range Goal #2**

AEA 267 will continue to provide professional development, resources, services and supports to our educational partners to improve effective instruction and practice which will result in no regression in the percent of students in each of the performance bands of skilled, accomplished and distinguished and an increase of five percentage points in the percent of students scoring proficient as measured by ITBS/ITED in:

- Reading (4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades).
- Math (4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades).
- Science (8<sup>th</sup> and 11<sup>th</sup> grades).
- Will result in the percent of students in the performance band of established/ low risk increasing by five percentage points in grades K-3 as Measured by DIBELS in:
  - Phonological Awareness (K-1).
  - Alphabetic Principal/Decoding (K-2).
  - Accuracy and Fluency (1-3).

each achieved by 2014-2015.



**Organizational Effectiveness Strategy:** In order to improve service delivery that builds the capacity of our educational partners to positively impact and increase student achievement we will improve the individual practice of all employees throughout the agency in the use of research and quality data in making decisions regarding and during service delivery.

**Service Area Professional Development Target for 2010-11 to 2014-2015 School Years:**

Increase the capacity of educational services consultants to use the Characteristics of Effective Instruction by embedding the strategies learned into ongoing professional development offered. This will be evidenced yearly in the criterion of the AEA 267 Core Works write ups, with summative measures completed by 2014-2015 school year.

**Content for Professional Development:**

This professional development learning will deepen the knowledge of educational services staff related to the Characteristics of Effective Instruction, as well as the theory and research aligned to each of its five characteristics: Student-Centered Classrooms, Teaching for Understanding, Assessment for Learning, Rigorous and Relevant Curriculum, and Teaching for Learner Differences. Educational services staff will explore current research-based strategies proven to support effective instruction. They will have opportunities to implement the Characteristics of Effective Instruction in diverse classroom settings in order to gain evidence of the characteristics through the examination of classroom practice and student work. Course readings and assignments will support educational services staff as they design and deliver professional development lessons that consist of models and demonstrations using the Characteristics of Effective Instruction. Throughout this learning, educational services staff will have multiple opportunities to connect current research to their own practice. All of the readings, activities, and assignments included in this professional development learning support the principles and standards communicated by the Iowa Core Curriculum in connection with the Iowa Department of Education.

**AEA Teaching Standards that will be addressed:**

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

- a. Aligns service delivery to district, teacher, parent, and student needs.
- c. Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs.
- d. Uses and supports research-based and evidence-based practices to meet learner needs.
- e. Uses available resources, including technology, to provide professional services that meet learner needs.

Standard 7: Engages in professional growth.

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practices.

- c. Applies and shares research, knowledge, and skills from professional development.
- d. Establishes and implements professional development plans aligned to

**Research Base:**

Heritage, H.M. (2008). *Formative Assessment for Literacy, Grades K-6*. Thousand Oaks, CA: Corwin Press.

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Stiggins, R.J., Chappuis, J., & Chappuis, S. (2006). *Classroom Assessment for Student Learning*. Portland, OR: Education Testing Service.

Stigler, J.W., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York, NY: Harcourt Brace Jovanovich.

**Personnel Involved:**

All educational services consultants will participate in the professional development offered.

**Professional Development Design for 2010-2011 to 2014-2015 School Years:**

Nine days of training (4 hrs on each day) throughout each school year during educational services staff meetings for a total of 45 days (180 hrs of instruction) for the duration of this plan. Each professional development opportunity offered will follow the structure of the Iowa Professional Development Model and include theory, demonstration, feedback, and coaching.

**Training and Learning Opportunities:**

Participants will:

- Plan ways to apply the strategies,
- Develop an initial implementation plan as part of an ongoing professional development planning team, and
- Choose instruments for formative data collection.

**Follow-up Session:**

Collaborative teams will develop professional development opportunities where the Characteristics of Effective Instruction (CEI) are embedded. The PD trainers will provide support and additional demonstrations if needed and will collaborate during planning sessions. Each school contact or consultant will be expected to implement the strategies learned with an LEA or within the context of their work.

**Implementation Plan:**

An implementation plan will be designed separately by each consultant. These plans must include work with a school district/or within the context of their work. There will be some variation in implementation plan, depending upon the district or work context of the consultant.

**Monitoring the Implementation:**

Each team will be entering data yearly into the AEA 267 Core Works document indicating how the CEI were embedded into professional development opportunities provided. Trainers will be asked to provide coaching and support to consultants to ensure fidelity.

**Evaluation:**

Formative:

All educational services staff will utilize strategies and reflect on the use of those strategies at least four different times during the year.

Summative:

Summative evaluation will assess:

- 1) Consultants comfort level with various strategies, and
- 2) Teams will submit Core Work write ups yearly.

## **Information and Technology Service Area Professional Development Plan 2010-2011 to 2014-2015**

### **Data analysis: Standardized for the AEA**

Analysis of data from the Department of Education LEA visits, district APR's and district CSIP's indicates that districts need assistance in these major areas: Reading strategies, Math strategies, Science strategies, Climate and Culture issues, Technology Integration, Differentiated Instruction, Data Analysis and At-Risk Programs.

### **Reading Comprehension**

The percent of all AEA 267's 4<sup>th</sup> grade students scoring proficient in reading comprehension on the ITBS between the 2003-2004 and 2008-2009 school years increased. Narrowing the achievement gap between various groups has occurred for Gender, ELL, Migrant, IEP, Free/Reduced Lunch, Blacks or African Americans, American Indians or Alaska Natives, Asians, and Hispanics or Latinos. The percent of White students scoring proficient between these academic years also increased, resulting in the 4<sup>th</sup> grade students closing nine of the ten comparison group gaps.

The percent of all AEA 267's 8<sup>th</sup> graders scoring proficient in reading comprehension on the ITBS between these years also increased. Narrowing the achievement gap occurred in six of ten comparison groups, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latinos, Whites, IEP and Free/Reduced Lunch students between these years.

The percent of all AEA 267's 11<sup>th</sup> graders scoring proficient in reading comprehension on the ITED between these years decreased. However, narrowing the achievement gap occurred in five of ten comparison groups, Migrant, ELL, American Indians or Alaska Natives, Asians and Hispanics or Latino students between these years.

### **Mathematics**

The percent of all AEA 267 4<sup>th</sup> grade students scoring proficient in mathematics total without computation on the ITBS between these years increased. Narrowing the achievement gap occurred in nine of ten comparison groups, Migrant, ELL, IEP and Free/Reduced Lunch students, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latinos and Whites.

The percent of all AEA 267 8<sup>th</sup> grade students scoring proficient in mathematics total without computation on the ITBS between these years also increased. Narrowing the achievement gap occurred in eight of ten comparison groups, ELL, IEP and Free/Reduced Lunch, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latinos and Whites.



The percent of all AEA 267 11<sup>th</sup> grade students scoring proficient in mathematics total without computation on the ITED between these years decreased. However, narrowing of the achievement gap occurred in seven of ten comparison groups, ELL, Migrant, IEP and Free/Reduced Lunch, American Indians or Alaska Natives, Asians and Hispanics or Latinos.

### **Science**

The percent of all AEA 267 8<sup>th</sup> grade students scoring proficient in science on the ITBS between these years increased. Narrowing the achievement gap occurred in nine of ten comparison groups, Gender, ELL, IEP, Free/Reduced, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latino and Whites.

The percent of all AEA 267 11<sup>th</sup> grade students scoring proficient in science on the ITED between these years increased. Narrowing the achievement gap occurred in all comparison groups. Despite these successes across 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades in all academic areas, substantial gaps remained between the percent of students scoring proficient among various comparison groups.

Table 2

Overall Percent of Students Scoring Proficient 2008-2009

Grade	Reading Comprehension	Math Total Without Computation	Science
4 <sup>th</sup>	79.8	73.9	N/A
8 <sup>th</sup>	71.2	73.9	82.2
11 <sup>th</sup>	75.4	77.3	81.1

### **Description of how analysis of data led to PD focus:**

An examination of all the LEA CSIP, APR and Site Visit reports data revealed a focus on: Reading, Math, Science and integration of technology into the curriculum. Along with this, there is an emphasis on 21st Century Skills in the Iowa Core Curriculum, (ICC) with technology being a specific focus. In addition to this, the Information and Technology service area has been receiving an increasing number of requests from districts that have or will start one-to-one initiatives, asking how technology, specifically newer digital technologies can be used in the core ICC areas to enhance student achievement. Consequently, we propose to focus on digital learning and tools in the context of the ICC.

### **Professional Development Leadership Team:**

The professional development leadership team consists of three administrators and one consultant who serve as an advisory team.

**Agency Goals or Agency Strategy Selected for Professional Development  
Emphasis:**

**Long Range Goal #2 (Reading, Math and Science)**

**Academic Instruction**

**Goal Statement: Long Range Goal #2**

AEA 267 will continue to provide professional development, resources, services and supports to our educational partners to improve effective instruction and practice which will result in no regression in the percent of students in each of the performance bands of skilled, accomplished and distinguished and an increase of five percentage points in the percent of students scoring proficient as measured by ITBS/ITED in:

- Reading (4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades).
- Math (4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades).
- Science (8<sup>th</sup> and 11<sup>th</sup> grades).
- Will result in the percent of students in the performance band of established/ low risk increasing by five percentage points in grades K-3 as Measured by DIBELS in:
  - Phonological Awareness (K-1).
  - Alphabetic Principal/Decoding (K-2).
  - Accuracy and Fluency (1-3).

each achieved by 2014-2015.

Organizational Effectiveness Strategy: In order to improve service delivery that builds the capacity of our educational partners to positively impact and increase student achievement we will improve the individual practice of all employees throughout the agency by focusing on their content competency.

**Service Area Professional Development Target for 2010-2011 to 2014-2015 School Years:**

Increase the capacity of Information and Technology Services consultants to use and support the digital tools that contribute to ICC related goals, specifically reading, math, science and 21<sup>st</sup> century skills. This will be evidenced yearly in the criterion of the AEA 267 Core Works write-ups, with summative measures completed by 2014.

**Content for Professional Development:**

This professional development learning will deepen the understanding of Information and Technology Services consultants related to the digital learning and tools that can impact student learning and achievement. This professional development will be completed in the context of the Characteristics of Effective Instruction aligned to its five characteristics: Student-Centered Classrooms, Teaching for Understanding, Assessment for Learning, Rigorous and Relevant Curriculum, and Teaching for Learner Differences. Information and Technology Services consultants will explore current research-based strategies proven to support effective instruction.

Course readings and assignments will support Information and Technology staff as they design and deliver professional development that consists of models and demonstrations using digital learning and tools in the context of the Characteristics of Effective Instruction. Throughout the learning, Information and Technology staff will have multiple opportunities to connect current research and tools to their own practice.

**AEA Teaching Standards that will be addressed:**

Standard 3: Demonstrates competence in planning and preparing for instruction.

- b. Demonstrates the ability to individually and collaboratively plan and prepare professional services that address the range of district, teacher, parent, and student needs.
- e. Uses available resources, including technology, to plan and develop professional services.

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

- a. Aligns service delivery to district, teacher, parent, and student needs.
- c. Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs.
- d. Uses and supports research-based and evidence-based practices to meet learner needs.
- e. Uses available resources, including technology, to provide professional services that meet learner needs.

Standard 7: Engages in professional growth.

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practices.
- c. Applies and shares research, knowledge, and skills from professional development.
- d. Establishes and implements professional development plans aligned to AEA, district, and student learning goals.

**Research Base:**

Borsheim, C., Merritt, K., & Reed, D. (2008). Beyond technology for technology's sake: Advancing multiliteracies in the twenty-first century. *Clearing House*, 82(2), 87-90.

Chen, C. H. (2008). Why do teachers not practice what they believe regarding Technology integration? *Journal of Educational Research*, 102(1), 65-75.

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- Harris, J.; Mishra, P., Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration *Journal of Research on Technology in Education*, 41(4). 393-416.
- Haystead, M.W., Marzano, R. J. (2009). Evaluation Study of the Effects of Promethean ActivClassroom on Student Achievement. Marzano Research Laboratory, Centennial CO.
- Hightte, M., Margavio, T M.; Margavio, M & Geanie, W. (2009). Information literacy assessment: Moving beyond computer literacy. *College Student Journal*, 43(3) 812-821.
- Palak, D & Walls, R.T. (2009). Teachers' beliefs and technology practices: A mixed-methods approach. *Journal of Research on Technology in Education*, 41(4), 417-44.
- Pearson, et. al. (2005). The effects of technology on reading performance in the middle-school grades: A meta-analysis with recommendations for policy. Learning Point Associates/NCREL.
- Ullrich, C., Borau, K., Luo, H., Tan, X., Shen, L., & Shen, R. (2008). Why web 2.0 is good for learning and for research: principles and prototypes. In WWW Proceeding of the 17<sup>th</sup> international conference on World Wide Web, 705-714, New York, NY, USA.

### **Personnel Involved:**

All Information and Technology Services consultants and administrators will participate in the professional development offered.

### **Professional Development Design for 2010-2011 to 2014-2015 School Years:**

Seven days of training (5 hrs on each day) throughout each school year during Technology PD meetings for a total of 35 days (175 hrs of instruction) for the duration of this plan. Each professional development opportunity offered will follow the structure of the Iowa Professional Development Model and include theory, demonstration, feedback, and coaching.

### **Training and Learning Opportunities:**

Participants will:

- Review current research
- Explore the use of digital learning and tools with strategies for teaching and learning
- Plan ways to apply the tools and strategies
- Develop an initial implementation plan as part of an ongoing professional development planning team
- Choose instruments for formative data collection.

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**Follow-up session:**

The professional development will provide support and additional demonstrations if needed and will collaborate in the implementation of the learnings as needed. Each Information and Technology consultant will be expected to implement the strategies learned through professional development offerings or within the context of their work.

**Implementation Plan:**

An implementation plan will be designed separately by each consultant and administrator. These plans must include work with teachers, administrators or within the context of their work. There will be some variation in implementation plan, depending upon the work context of the consultant.

**Monitoring the Implementation:**

Each person will provide data that will be entered yearly into the AEA 267 Core Works document, where appropriate, indicating how the Characteristics of Effective Instruction (CEI) were embedded into professional development opportunities provided. Trainers will be asked to provide coaching and support to consultants to ensure fidelity.

**Evaluation:**Formative:

All Information and Technology Services consultants and administrators will utilize tools and strategies and reflect on the use of those strategies at least four different times during the year.

Summative:

Summative evaluation will assess:

- 1) Consultants' comfort level with various tools and strategies, PD plans, and Core Work write-ups.
- 2) Consultants' implementation of the learning with AEA and LEA staff as evidenced through their individual professional development plans.
- 3) Members will contribute to Core Work write-ups yearly.



## **Special Education Service Area Professional Development Plan 2010-2011-2014-2015**

### **Data analysis: Standardized for the AEA**

Analysis of data from the Department of Education LEA visits, district APR's and district CSIP's indicates that districts need assistance in these major areas: Reading strategies, Math strategies, Science strategies, Climate and Culture issues, Technology Integration, Differentiated Instruction, Data Analysis and At-Risk Programs.

### **Reading Comprehension**

The percent of all AEA 267's 4<sup>th</sup> grade students scoring proficient in reading comprehension on the ITBS between the 2003-2004 and 2008-2009 school years increased. Narrowing the achievement gap between various groups has occurred for Gender, ELL, Migrant, IEP, Free/Reduced Lunch, Blacks or African Americans, American Indians or Alaska Natives, Asians, and Hispanics or Latinos. The percent of White students scoring proficient between these academic years also increased, resulting in the 4<sup>th</sup> grade students closing nine of the ten comparison group gaps.

The percent of all AEA 267's 8<sup>th</sup> graders scoring proficient in reading comprehension on the ITBS between these years also increased. Narrowing the achievement gap occurred in six of ten comparison groups, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latinos, Whites, IEP and Free/Reduced Lunch students between these years.

The percent of all AEA 267's 11<sup>th</sup> graders scoring proficient in reading comprehension on the ITED between these years decreased. However, narrowing the achievement gap occurred in five of ten comparison groups, Migrant, ELL, American Indians or Alaska Natives, Asians and Hispanics or Latino students between these years.

### **Mathematics**

The percent of all AEA 267 4<sup>th</sup> grade students scoring proficient in mathematics total without computation on the ITBS between these years increased. Narrowing the achievement gap occurred in nine of ten comparison groups, Migrant, ELL, IEP and Free/Reduced Lunch students, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latinos and Whites.

The percent of all AEA 267 8<sup>th</sup> grade students scoring proficient in mathematics total without computation on the ITBS between these years also increased. Narrowing the achievement gap occurred in eight of ten comparison groups, ELL, IEP and Free/Reduced Lunch, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latinos and Whites.

The percent of all AEA 267 11<sup>th</sup> grade students scoring proficient in mathematics total without computation on the ITED between these years decreased. However, narrowing of the achievement gap occurred in seven of ten comparison groups, ELL, Migrant, IEP and Free/Reduced Lunch, American Indians or Alaska Natives, Asians and Hispanics or Latinos.

### **Science**

The percent of all AEA 267 8<sup>th</sup> grade students scoring proficient in science on the ITBS between these years increased. Narrowing the achievement gap occurred in nine of ten comparison groups, Gender, ELL, IEP, Free/Reduced, Blacks or African Americans, American Indians or Alaska Natives, Asians and Hispanics or Latino and Whites.

The percent of all AEA 267 11<sup>th</sup> grade students scoring proficient in science on the ITED between these years increased. Narrowing the achievement gap occurred in all comparison groups. Despite these successes across 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades in all academic areas, substantial gaps remained between the percent of students scoring proficient among various comparison groups.

Table 3

Overall Percent of Students Scoring Proficient 2008-2009

Grade	Reading Comprehension	Math Total Without Computation	Science
4 <sup>th</sup>	79.8	73.9	N/A
8 <sup>th</sup>	71.2	73.9	82.2
11 <sup>th</sup>	75.4	77.3	81.1

Analysis of data from the districts participating in Special Education Compliance activities during the 08-09 and 09-10 schools years indicate continued need for support in the areas of goal writing and progress monitoring and its connection to instruction.

The results of two Staff Needs Assessment Surveys (Fall 2008 and Spring 2009) suggest AEA staff need assistance in the areas of Behavior Assessment and Intervention, structures to support the systematic analysis of data and implementing state and federal mandates.

An examination of AEA 267's progress on the Special Education State Performance Plan reveals that needs continue in the areas of drop-out prevention, timely completion of initial evaluations, increasing the achievement of students with disabilities and secondary transition. The AEA Chief Administrators have identified the Iowa Core Curriculum, Autism, and the Child Find Process also as priorities.

### **Description of how analysis of data led to PD focus:**

The AEA 267 Special Education Administrative team reviewed the following data sources for this plan:

- Fall 2008 and Spring 2009 Staff Needs Assessment Survey,
- State Special Education Performance Plan data,
- District APR, Site Visit Reports and CSIP identified needs, and
- Special Education Compliance district data 2008-2009 and 2009-2010.

These data were viewed in conjunction with the eight key roles/expected areas of competence which have been identified for AEA 267 Special Education staff:

- Maintain high levels of professional skills and understanding;
- Consultation with parents, teachers, agencies, and team members;
- Assessment and the IEP Process: individual eligibility and implementation including appropriate documentation and FBA;
- Support LEA and AEA compliance activities (CSI and SINA/DINA);
- Support Transdisciplinary Team Members;
- Direct services for students with IEPs
- Transition; and
- Data-Based Decision-Making as applied to the system, classroom and the individual influencing instructional practices.

#### **Professional Development Leadership Team:**

The Special Education Leadership Team consists of eight Special Education Coordinators; two Regional Special Education Directors, the Assistant Director of Special Education – Instruction; one Special Education Coordinator for Services Improvement and Special Projects; five Special School Principals; four Administrative Interns, the Director of Special Education; 15 Discipline Facilitators; two Consulting Nurses; two Early Access Coordinators; two FEC Parent Coordinators, the Work Experience/Transition Coordinator; and the Professional Development Trainer.

Following the Administrative team's review of the data, Special Education Discipline Facilitator team also reviewed the above data sources.

#### **Agency Goals or Agency Strategy Selected for Professional Development Emphasis:**

#### **Long Range Goal #2 (Reading, Math and Science)**

##### **Academic Instruction**

##### **Goal Statement: Long Range Goal #2**

AEA 267 will continue to provide professional development, resources, services and supports to our educational partners to improve effective instruction and practice which will result in no regression in the percent of students in each of the performance bands of skilled, accomplished and distinguished and an increase of five percentage points in the percent of students scoring proficient as measured by ITBS/ITED in:

- Reading (4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades).
- Math (4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades).
- Science (8<sup>th</sup> and 11<sup>th</sup> grades).

- Will result in the percent of students in the performance band of established/ low risk increasing by five percentage points in grades K-3 as Measured by DIBELS in:
  - Phonological Awareness (K-1).
  - Alphabetic Principal/Decoding (K-2).
  - Accuracy and Fluency (1-3).

each achieved by 2014-2015.

### **Long Range Goal #3 (Learning Supports)**

#### **Learning Supports**

##### **Goal Statement: Long Range Goal #3**

AEA 267 will continue to support district staff in building their capacity to reduce barriers to learning that directly impact student achievement as measured by:

- 100% of AEA 267 districts will have at least 95% daily average attendance in grades K-8.
  - 100% of AEA 267 districts will have 8<sup>th</sup> graders who have completed the IHaveaPlanIowa.
  - 100% of AEA 267 districts will have a suspension ratio of five incidents or less per 100 students and an expulsion ratio of two incidents or less per 1,000 students.
  - 100% of districts will have at least 75% of IEP students receiving 80% or more of their instruction in the general education environment.
  - 95% of AEA 267 students who participate in the Iowa Youth Survey will report:
    - Adults in their school are helpful to students.
    - Adults in their school treat students fairly.
    - Adults in their school care about them.
    - They feel safe at school.
  - 85 % of students who participate in the Iowa Youth Survey will report that classroom instruction was interrupted 0-1 times in the past 3 weeks due to behavior.
  - 85% of AEA 267 districts will have a drop-out rate of less than 1.72% in grades 7-12.
  - 80% of private and public preschools who are in partnership with AEA 267 school districts will meet the Quality Preschool Program Standards, Headstart Standards or NAEYC Standards.
  - 75% of AEA 267 districts will have at least a 95% graduation rate.
  - Increase by five percentage points the percent of students proficient on the ITED/ITBS without regression in each of the performance bands.
- each achieved by 2014-2015.

Organizational Effectiveness Strategy: In order to improve service delivery that builds the capacity of our educational partners to positively impact and increase student

achievement we will improve the individual service/content, competence of all employees throughout the agency.

**Service Area Professional Development Target for 2010-2011 to 2014-2015 School Years:**

Increase the service/content competence of special education staff to improve instructional practices based on data analysis. This will be evidenced yearly in the criterion of the AEA 267 Core Works write ups, progress toward the State Performance Plan, and data from the Special Education Compliance activities with summative measures completed by 2014. A yearly assessment of internal staff's professional development needs will also be conducted.

**Content for Professional Development:**

This professional development learning will deepen the knowledge and implementation of special education staff related to instructional decision-making, Iowa Core Curriculum, goal writing and progress monitoring to inform instruction, Child Find procedures, and effective instructional strategies which include those for children with moderate to significant social/emotional needs including autism, and implementation of state and federal mandates.

**AEA Teaching Standards that will be addressed:**

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position

- a. Understands, communicates and uses key concepts and best practice in fulfillment of AEA roles and responsibilities.
- b. Uses knowledge of child and adolescent development and adult learning to make interventions and strategies meaningful, relevant, and accessible.
- c. Relates professional knowledge and services within and across multiple content and discipline areas
- d. Understands and supports strategies and interventions that are best practice across content and discipline area.

Standard 7: Engages in professional growth.

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies and shares research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

**Research Base:**

Brown-Chidsey, R, and Steege, M. (2005). Response to intervention: Principles and strategies for effective practice. New York, NY: Guildford Press.



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Iowa Department of Education (2007). Instructional Decision Making.

The National Autism Center's National Standards Report (2009). Randolph, MA: National Autism Center.

The National Autism Center's National Standards Project: Findings and Conclusions. (2009). Randolph, MA: National Autism Center.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

State of Iowa Special Education Procedures Manual.

**Personnel Involved:**

All special education support and instructional staff will participate in the professional development offered.

**Professional Development Design for 2010-2011 to 2014-2015 School Year:**

AEA 267 special education staff participates in professional development as determined by their contract each year. The specific professional development attended is determined by the administrator in collaboration with the individual staff member. Each professional development opportunity offered will follow the structure of the Iowa Professional Development Model and include theory, demonstration, feedback, and coaching.

**Training and Learning Opportunities:**

Participants will:

- Apply the learning from the professional development,
- Participate in coaching and feedback, and
- Assess the impact of their learning on their professional service/content competence.

**Follow-up sessions:**

Each professional development opportunity will include implementation as a necessary component of the professional development. The specific follow-up/implementation session will be dependent upon the content of the offering.

**Implementation Plan:**

Each professional development offering as part of this plan will include implementation as an essential component of the professional learning. During the learning opportunity, participants will be provided feedback and support for their implementation into their professional practice.

**Monitoring the Implementation:**

The trainers for each professional development opportunity will monitor the implementation of the special education staff. Structure will be in place for the reporting of this implementation through the AEA Core Work.

**Evaluation:**

Formative:

All professional development tied to this plan will continue to monitor the implementation of the skills through team meetings, conferences with administrators, and progress on Professional Growth Plans.

Summative:

Summative evaluation data will include:

- 1) Special Education Staff's yearly completion of the Staff Needs Survey,
- 2) AEA special education staff will complete Core Work write ups yearly,
- 3) Progress on the State Performance Plan,
- 4) Data from the districts participating in Special Education Compliance activities each year, and
- 5) Progress toward agency Goals Two and Three.

## **Beginning Administrator Mentoring and Induction**

### **Overview**

The District/AEA provides beginning administrators with a mentoring and induction program in accordance with 281 IA Admin Code §§ 83.8 & 83.9 (284A), through a collaborative arrangement with SAI.

SAI provides one year of programming to support the Iowa standards for school administrators adopted pursuant to 2007 Iowa Acts, chapter 108, section 2, and to support beginning administrators' professional and personal needs. The program is structured to provide support, professional development, and access to a variety of information sources critical to a beginning administrator's success as a leader of student achievement.

The District/AEA ensures the full participation of the beginning administrator and to inform SAI of any problems related to such participation.

### **Program Components**

- (1) Assignment of an experienced and high-quality mentor in a comparable position and geographic proximity to the beginning administrator (SAI selects and assigns the mentor). The mentor is expected to provide regular contacts with the new administrator through face-to-face meetings, and e-mail and telephone conversations.
  - (2) A training session for the mentor which addresses program expectations to fulfill mentor responsibilities, support strategies to help beginning administrators, reporting requirements, resources to use with the beginning administrator, and coaching and mentoring skills.
  - (3) A one-day summer New Administrators Institute at which program expectations are explained, basic information is presented, beginning administrators are able to meet with first-year administrators from the previous year, and relevant deadlines and need-to-know information for successful launch of the school year are presented.
  - (4) Two one-day statewide institutes for beginning administrators and mentors. Professional resources, including relevant books, articles, and Web sites are also provided.
  - (5) The Survival Guide for School Administrators Web site that contains updated resource guides written by respected Iowa content experts on a variety of topics relevant to a beginning administrator's needs.
  - (6) Monthly e-mail messages to mentors providing them with resources, coaching tips, suggested topics and questions, and accountability measures.
  - (7) Technical assistance to the beginning administrator's supervisor related to procedural requirements for evaluation and licensure.
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- (8) Program evaluation to assess the quality of the program and its value to the beginning administrator.
  - (9) An advisory committee comprised of mentors and mentees that provides input for program improvement and sustainability.

### **Financial Arrangements**

The Department of Education provides an allotment of \$1500 per beginning administrator that is paid to the district/AEA. In turn, the district/AEA sends that amount to SAI in exchange for the services listed above, as well as coordination of the program. For each beginning administrator, the district/AEA sends SAI two equal payments of \$750, the first by January 30, and the second by April 30. The district/AEA provides mileage and other meeting expenses incurred by the beginning administrator as a result of participation in program activities.

SAI pays the district/AEA of each mentor \$1140. Of this amount, the mentor's district/AEA pays the mentor \$1000 and will use approximately \$140 for the employer's contribution to FICA and IPERS or a pension and annuity retirement system established under chapter 294 for such amounts paid by the district. For each mentor, SAI pays the mentor's district/AEA two equal payments of \$570, the first by February 28 and the second by May 30.

## Revised Educator Mentoring and Induction Plan

### A. Goals

AEA267's Mentoring and Induction Plan is designed to meet the following goals:

- Goal 1: To promote excellence in education based on the Iowa Teaching/AEA Standards.
- Goal 2: To enhance and support student achievement.
- Goal 3: To build a supportive environment for educators within the agency and districts they serve.
- Goal 4: To focus on continuous improvement through reflection and professional growth goals.
- Goal 5: To increase the retention of promising new professionals.
- Goal 6: To promote the personal and professional well being of new professionals

### B. Mentor Training

All mentors will be provided training and ongoing support, which focuses on the Iowa Teaching/AEA Standards. The training and support provided will use a variety of professional development practices such as direct instruction, demonstration, modeling, role play, small group activities and individual reflection. Opportunities will be provided to learn and practice observation and coaching skills.

Training modules (Total: minimum 45 hours of instruction over the course of the school year)

- Foundations in Mentoring – This two day training session will support mentors in responding to each new professional's developmental and contextual needs and promote the ongoing examination of classroom practice.
  - An overview of the "mentor" role
  - An understanding of the purpose of building an effective mentoring relationship
  - An understanding of the change process and the attitudinal phases of development
  - Strategies for guiding and supporting new professionals, including social and emotional support
  - An understanding of the adult motivation to learn and the organization of adult learning opportunities
  - Establish an environment for professional growth
  - Introduction to Coaching and Observation Strategies
  - Highlight the role of the Iowa Teaching/AEA standards in mentoring



- **Coaching and Observation Strategies** – This ongoing module will assist mentors in the collection and sharing of observation data aligned with professional teaching/AEA standards to help new educators improve their practice.
  - Develop skills in educator observation, adult learning, classroom management, and effective strategies for their work role
  - An understanding of district/agency expectations for all educators and specifically for new professionals based upon local needs and prioritization of the new professional's needs
  - Practice of reflective questioning
  - Practice of educator observation utilizing observational tools
  - Distinguish between evidence and opinion
  - Develop and refine skills in coaching, consulting, and collaboration

### **C. Mentor Selection**

Licensed AEA staff in good standing with four years of professional experience at AEA 267 are eligible to apply to become a mentor. Successful candidates need to demonstrate the following knowledge, skills and abilities:

- Strong interpersonal and communication skills
- Ability and willingness to be flexible and responsive to the changing needs of the new professional
- An understanding of the larger system of education and the strategic direction of the Agency
- Strong credibility with clients, peers, and administrators
- Demonstrated capacity for leadership
- Demonstrated curiosity and desire to learn
- Demonstrated respect for multiple perspectives and experiences
- Demonstrated commitment to improving student learning for all students in diverse settings
- Strong knowledge of subject area and of the AEA system
- Experience with collaborative coaching models

Once selected the mentor is expected to:

- Develop a trusting and reflective professional partnership with assigned new professional
- Jointly plan and provide weekly support to each new professional, including periodic on-site support to observe and guide reflection
- Model and guide new professional in developing professional relationships with LEA and AEA staff by acquiring and effectively utilizing professional strategies and tools, advocating and advancing the Agency's mission, vision and values, and managing conflict
- Assist new professional in developing plan to meet the Iowa Teaching/Agency Standards and in making periodic adjustments after receiving feedback from formative assessments

- Plan and participate in and facilitate support and training activities for new professional
- Participate in the orientation, training, and professional development activities for mentors
- Confer with other experienced colleagues and local school leaders as appropriate to assist with new professional support
- Provide feedback on program effectiveness to program coordinators, evaluators, program/service administrators, and associate administrators
- Comply with the reporting and documentation processes

Each mentor is limited to working with up to three new professionals.

#### **D. Support for New Professionals**

AEA 267 is committed to providing ongoing support for new professionals in the following areas:

- Developing and enhancing competencies for the Iowa Teaching /AEA Standards
- Developing a repertoire of research-based strategies
- Designing and implementing effective practice that link Iowa Teaching/AEA Standards, content standards/benchmarks, and curriculum
- Becoming educational researchers and reflective practitioners
- Focusing on continuous improvement

These supports are provided to new professionals through the following system:

##### Induction Program -

- Initial screening based on the Iowa Teaching/AEA Standards and interview with new professional to determine strengths and needed areas of focus
- Planning committee that may consist of evaluator, Mentoring and Induction facilitator, and/or other significant support members to develop Individual Induction plan with input from new professional and selected mentor
- Individual Induction Plan that is developed in collaboration with the new professional and mentor to address the needs of the new professional over the course of up to three years. This plan includes: a review of agency policy/procedures, a schedule of relevant professional development training opportunities for the new professional, including OEF strategies

##### Mentor Support –

- Weekly contact with new professionals throughout the two-three year induction cycle (minimum of 35 hours of contact time total)
- On-site support, observations/feedback, ongoing peer coaching conversations, and opportunities for demonstrations and/or modeling
- Access to other agency mentors allowing for flexibility throughout the process

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**Targeted Professional Development-**

- Professional development targeted at new instructional professionals at AEA 267 will be offered with sessions in August, September, November, January, February and April; new support staff are offered targeted professional development across their first two years of employment.
- For instructional staff this professional development is in addition to their individual induction plan
- For support staff the professional development is their individual induction plan.

**E. Supportive Organizational Structure**

The structure:

1. Includes released time for mentors and new professionals to allow:
  - Mentors and new professionals observing each other during typical school work activities at a minimum of six times per year
  - Mentors and new professionals regularly scheduling meetings to provide ongoing professional support
2. Supports the reciprocal observation of quality practices
3. Allows for mentors and new professionals to observe best practices
  - New professionals observe mentors and others model effective strategies, collect information as part of the visit, reflect on their observations with their mentors, and plan opportunities for continued new professional practice
  - Mentors observe new professionals, gather data, and meet with new professionals to allow new professionals to reflect on their practice
4. Allows for feedback
  - Mentors regularly meet with new professionals to guide new professionals in reflection on practice and provide them with data and information that allows them to determine their progress and identify future professional development needs
5. Provides for meaningful and viable partnerships between the mentor/new professional,
  - Administrators will select the mentor based on the needs of the new professional, their district/building assignment, and the nature of the new professional's role in the district/building
  - Each new professional will be provided with a mentor and access to appropriate AEA staff as needed. This may include:
    - Supporting site-based colleagues
    - Mentoring and Induction Facilitator
    - Discipline Facilitator
    - Administrator/Evaluator
    - Clinical Fellowship Year Advisor
    - Mentoring and Induction Trainer

- Professional Development Consultant

6. Provides recommended feedback based on agency-chosen, research-based rubric tools.

- Fostering the Growth of New Professionals rubric
- New Professional rubric

7. Supports the roles and responsibilities of mentors

- Intensive and meaningful mentor training and networking opportunities
- Regular intervals of time structured to allow mentors to work with new professionals

8. Allows for the dissolution of the mentor/new professional partnership.

- A cadre or pool of mentors is developed to provide flexibility if the need for reassignment occurs
- Unsuccessful mentor/new professional relationships may be a reflection of the difference in style
- Unsuccessful mentor/new professional relationships may be changed/modified/dissolved at the request of either party

Steps:

1. The mentor and beginning teacher must meet to openly and candidly express their problems and concerns with the relationship.
2. AEA 267 Mentoring and Induction Facilitator meet with the mentor and the new professional to determine the extent of the problem and look for ways that it can be solved. IF resolution seems possible, the facilitator will then meet with them together using conflict resolution and problem solving techniques. AEA 267 staff that have had conflict resolution training can be asked to facilitate the discussion.
3. If resolution is possible, the beginning teacher and mentor will build a plan which each party agrees to follow. The facilitator will help monitor and provide follow-up support.
4. If the relationship does not improve, the AEA Mentoring and Induction Facilitator may submit a written recommendation for dissolution of the partnership to the administrator.

## **F. Program Evaluation**

The purpose of the evaluation will be to determine how beneficial the program is in meeting the program goals including providing new professionals with a strong support structure, providing mentors with skills to support new professionals, and retaining high quality educational professionals.

The six AEA 267 goals will be evaluated by:

Summative Evaluation:

- Evaluating the reflection papers by mentors
- An online survey completed by mentors and mentees

- An assessment of the retention rate of new professionals
- Formative Evaluation:
- Spiraling content to meet the needs of the participants revealed during professional development and meetings with mentors
  - The Mentoring/Induction Committee will review the data to revise and improve the Program

The results of the program could be shared with AEA Board and service area administrative teams, through articles in Intersections, and monthly newsletters created by AEA Mentor Committee.



## **Appendices**

## **Appendix A: Professional Development Structure and Decision Making**

### **Chief Administrator:**

1. Ensure that Professional Development (PD) is effective and efficient
2. Report to the AEA 267 Board of Directors

### **Assistant Chief Administrator:**

1. Oversee the work of the Educator Quality Committee
2. Develop the agency PD Plan as part of the Comprehensive Services Improvement Plan (CSIP) and ensure implementation
3. Collect and incorporate the Service Area PD Plans into the Agency PD Plan

### **Educator Quality Committee:**

1. Monitor the PD in the agency to ensure that the PD meets agency, attendance center, and individual educator PD Plans
2. Following the Iowa Professional Development Model (IPDM), determine the use and distribution of the PD funds distributed to agency
3. Monitor the implementation of the requirements of statutes and administrative code provisions, including requirements that affect any agreement negotiated pursuant to Chapter 20

### **Cabinet:**

1. Contribute to the Agency PD Plan and ensure alignment with the Organizational Effectiveness Framework (OEF) and the agency Continuous Improvement Process (CIP)

### **Service Area Director Educational Services (ES):**

1. Approve and ensure implementation of the ES PD Plan
2. Participate as a member of the PD Chat and ensures communication back to ES Service Area
3. Oversee the work of the ES Chairs Leadership Team
4. Supervise the PD Manager, PD Supervisor, and Registrar

### **Educational Services (ES) Chairs Leadership Team:**

1. Prior to course proposal submission, review content to ensure it:
    - meets agency standards, and
    - has a valid research base(See Research rubric and supporting documents, all ES offerings gain approval prior to development of course proposal)
  2. Ensure that PD opportunities are available for staff
  3. Participate in Instructor Training and Course Proposal Training
  4. Ensure communication with service area
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**Service Area Director Information Technology (IT):**

1. Responsible for development and implementation of the IT PD Plan
2. Oversee the work of the IT PD committee
3. Participate as a member of the PD Chat and ensure communication back to IT Service Area

**IT PD committee:**

1. Prior to course proposal submission, review content to ensure it:
  - meets agency standards, and
  - has a valid research base(See Research rubric and supporting documents, all IT offerings gain approval prior to development of course proposal)
2. Ensure that PD opportunities are available for staff
3. Participate in Instructor Training and Course Proposal Training
4. Ensure communication with service area

**Service Area Director Special Education (SPED):**

1. Approve and ensure implementation of the SPED PD Plan
2. Participate as a member of the PD Chat and ensure communication back to SPED Service Area
3. Supervise Coordinator for Services Improvement and Special Projects

**Coordinator for Services Improvement and Special Projects:**

1. Supervise the PD Trainers and Discipline Facilitators
2. Responsible for development and implementation of the SPED PD Plan in conjunction with the PD Trainers, Discipline Facilitators, building principals and Assistant Director of Special Education
3. Oversee and ensure that the PD Trainers and Discipline Facilitators follow the established protocol for content review
4. Participate as a member of the PD Chat and ensure communication back to SPED Service Area
5. Attend AEA 267 Licensure Renewal Advisory Committee meetings

**Discipline Facilitators/ PD Trainers:**

1. Prior to course proposal submission, review content to ensure it:
  - a. meets agency standards, and
  - b. has a valid research base(See research rubric and supporting documents, all SPED offerings gain approval prior to development of course proposal)
2. Ensure that PD opportunities are available for staff
3. Participate in Instructor Training and Course Proposal Training
4. Ensure communication with discipline

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**Professional Development Manager**

1. Board of Educational Examiners liaison / Licensure Renewal Coordinator
2. Contact to the colleges (Morningside, Drake and Viterbo)
3. Chair the Licensure Renewal Advisory Committee and ensure that Board of Educational Examiners requirements are met
4. Chair the Internal PD Advisory Committee
5. Manage the PD system
6. Ensure course proposals meet Board of Educational Examiners and college requirements
7. Oversee the work of the PD supervisor and the registrar
8. Participate as a member of the PD Chat
9. Provide training to instructors through Instructor training and Course Proposal Training
10. Participate in ES, IT and SPED meetings

**Licensure Renewal Advisory Committee:**

1. Analyze area education agency, local district, or other agency staff development needs assessment
2. Design and develop an original application for a license renewal program
3. Develop criteria for the selection of course instructors; these criteria shall include, but not be limited to academic preparation, experience, and certification status
4. Review annual evaluation of licensure renewal programs

**AEA 267 Internal Professional Development Advisory Committee:**

1. Understand the IPDM and supports its implementation
2. Attend both Licensure Renewal Advisory Committee meetings and AEA 267 Internal Advisory Committee meetings
3. Gather input/issues that affect the service delivery area represented
4. Provide suggestions to promote positive public relations around PD
5. Use expertise to explore issues through a “different lens/filter”
6. Identify possible unintended consequences to potential action steps

**Professional Development Chat:**

1. Understand the operations of the PD department
2. Ensure communication with service area

**Professional Development Supervisor:**

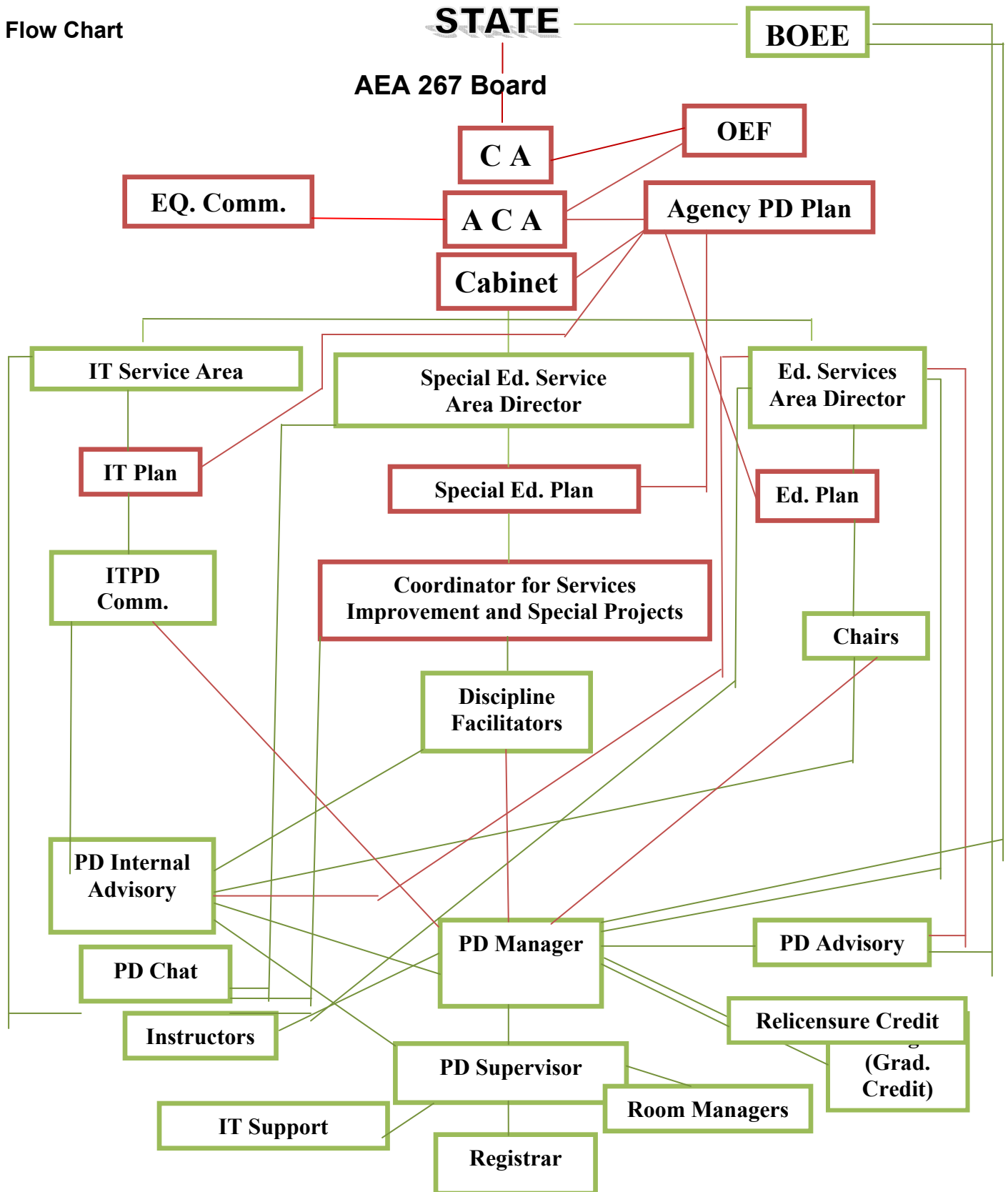
1. Train employees and management personnel in use of PD system
2. Direct report generation
3. Analyze data quality and usage
4. Identify user requirements and add new users as needed
5. Security administration
6. Check and analyze the data and make appropriate suggestions with respect to efficiency and performance
7. Evaluate client requirements and requests

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8. Provide technical guidance to LEA and AEA staff as upgrades occur
  9. Stay abreast of changing technologies
  10. Attend and actively participate in all team meetings and related activities

**Registrar:**

1. Keep financial records for colleges and universities; work closely with the business office for the receipt and distribution of income related to course offerings
2. Has a working knowledge of relicensure requirements
3. Respond to participants, prospective participants, instructors, university partner personnel, and staff on procedural matters
4. Process enrollments, payments, and billings ensuring compliance with AEA policies and procedures
5. Assist participants with the completion of forms and online registration processes
6. Establish and maintain all course files and records ensuring that all personal, financial, and academic records are kept confidential and accurate
7. Maintain student records and provide transcripts and other pertinent information as requested
8. Compile statistical data and information and summarizes data in reports
9. Provide support for Professional Development Manager
10. Perform clerical functions incidental to office activities
11. Update skills regarding new technologies
12. Attend and actively participate in all team meetings and related activities

Flow Chart





## Appendix B: Rubric for Determining the Research Base

Selecting the Content: The Research Base			
<p><b>4</b>            Content is well grounded in research base; strategies are supported with studies that meet definitions of scientifically based research. The Iowa Content Network or equivalent source was used to make sure the research is of high quality. Practices selected are at least a level 3 on Content Network continuum.</p>	<p><b>3</b>            Content is research related. Practices listed may be based on research done on single strategies, but this combination of strategies has never been evaluated using an experimental or quasi-experimental design.</p>	<p><b>2</b>            Content is research related. Practices listed may be based on research done on single strategies, but this combination of strategies has never been evaluated using an experimental or quasi-experimental design.</p>	<p><b>1</b>            Content was selected based on testimonial data or studies/ articles without a research foundation. There is no apparent research base or the studies are rated a level 2 or below on the Iowa Content Network.</p>

For those wanting a more comprehensive format to determine the quality of research, utilizing the four types of validity provides a time honored method. Validity can be defined as the approximate truth of an inference, or the judgment about the extent to which relevant evidence supports that inference as being true or correct. Utilizing the four types of validity to determine the overall quality of research provides a comprehensive analysis. Statistical conclusion validity helps determine the validity of inferences about the correlation (co-variation) between treatment and outcomes. Internal validity helps determine the validity of inferences about whether observed co-variation between the presumed treatment and the presumed outcome reflect a causal relationship from the treatment and the outcome as those variables were manipulated or measured. Construct validity helps determine the validity of inferences about the higher order constructs that represent sampling particulars. External validity helps determine the validity about whether the cause-effect relationship holds over variation in persons, settings, treatment variables and measurement variables (Shadish, Cook & Campbell, 2002).

## Appendix C: Selecting Content

Determine if the content fits with agency goals and resources. Describe the content to be studied. Read the studies and select one or two studies that support the practices/strategies that you will be teaching during the learning opportunities in professional development.

### Checklist

1. ☐ Does the content fits with agency goals and resources  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. ☐ What was the research question? Were the authors trying to solve the same problem we are?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. ☐ What were the results of the study? Were they reported in effect sizes? If not, how were they reported? Did the intervention benefit the sample studied? In your opinion, were the benefits substantial? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. ☐ Compare and contrast the sample studied with our student population. Has this intervention benefited other students in previous studies?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. ☐ Is this intervention practical for our staff?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix D: What Professional Development for Student Achievement Is and Is Not

PD for Student Achievement <i>is</i> ...	PD for Student Achievement is <b>NOT</b>
<ul style="list-style-type: none"> <li>• Aimed at improving student learning and increasing achievement. To accomplish specific goals, PD must have specific components in place. The Iowa Professional Development Model (IPDM) describes these components.</li> <li>• Inclusive. It involves all teachers responsible for instruction. Full engagement in workshop and workplace professional development is an expectation.</li> <li>• Collaborative. Collective (group) PD is the norm. Staff work and learn together on a common goal to improve their own learning in order to improve the learning of their students.</li> </ul>	<ul style="list-style-type: none"> <li>• About all types of PD. Many PD experiences are not structured to yield student achievement.</li> <li>• Topical workshops and conferences.</li> <li>• Independent activities/projects of interest.</li> <li>• Mandatory training (blood borne pathogens, abuse prevention, etc.).</li> <li>• Teacher work days.</li> <li>• Teachers working in isolation on self selected topics.</li> <li>• For volunteers – teachers deciding whether or not to participate.</li> <li>• About selecting a few teachers to go to a workshop and share ideas with the faculty.</li> <li>• Top down.</li> <li>• Organizing performance review artifacts.</li> </ul>

Date Revised: Feb 2010

### Equity Statement

Area Education Agency 267 does not discriminate on the basis of race, color, creed, sex, marital status, national origin, religion, age, sexual orientation, gender identity or disability in its educational programs, services, or employment practices. Students, parents of students, applicants for employment and employees of Area Education Agency 267 shall have the right to file a formal complaint alleging non-compliance with equity regulations. Inquiries concerning application of this statement should be addressed to: Ralph S. Bartelt, Equity Coordinator, AEA 267, 3712 Cedar Heights Drive, Cedar Falls, Iowa 50613, Telephone (319) 273-8245.